DOCUMENT RESUME

ED 054 670 FL 002 518

TITLE Specialized Language Activities: End of Budget Period Report, 30 June 1971.

INSTITUTION Oxford Hills High School, South Paris, Maine.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.a

PUB DATE 30 Jun 71

GRANT OEG-0-8-055420-2934-056

NOTE 74p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS American English; *Audiovisual Communication; *Disadvantaged Youth; Film Production; Language Arts; *Language Skills; Learning Motivation; *Oral Expression; *Program Evaluation; Role Playing; Secondary Education; Self Concept; Student Attitudes; Student Participation; Television; Video Tape Recordings; Visual Acuity; Visual Arts

IDENTIFIERS Tennessee Self Concept Scale

ABSTRACT

This report evaluates the third year of a Specialized Language Activities program conducted for students who demonstrated poor usage and command of English. The activities are designed to motivate the students to use oral language. The report provides a detailed description of the activities and how they are conducted. It provides statistical data on the progress made by students in the areas of self concept, group work, response to films and television, reading and writing ability, oral language facility, I.Q., and attitude toward school. A summary of results is given. Tables showing the statistical results and a bibliography on educating the disadvantaged are included. Remarks on personnel, community involvement, evaluation, dissemination, budget, and finance are provided. (VM)

ED054670

SPECIALIZED LANGUAGE ACTIVITIES

End of Budget Period Report

30 June 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

School Administrative District No. 17

South Paris, Maine

FL002 518

Project Number

68-055420-0

Grant Number

OEG-0-8-055420-2934(056)

OE 4381 (11-66)

ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR STATE USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A [ ] INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION

B [ ] APPLICATION FOR CONTINUATION GRANT

C [X] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION. GIVE OE ASSIGNED PROJECT NUMBER

OEG-0-8-055420-2934(056)

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A [X] INNOVATIVE C [ ] ADAPTIVE

B [ ] EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A [ ] PLANNING OF PROGRAM

B [ ] PLANNING OF CONSTRUCTION

C [ ] CONDUCTING PILOT ACTIVITIES

D [ ] OPERATION OF PROGRAM

E [ ] CONSTRUCTING

F [ ] REMODELING

5. PROJECT TITLE *(5 Words or Less)*

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

ITEM NUMBER _____

7. NAME OF APPLICANT *(Local Education Agency)*	8. ADDRESS *(Number, Street, City, State, Zip Code)*	
9. NAME OF COUNTY	10. CONGRESSIONAL DISTRICT	
11. NAME OF PROJECT DIRECTOR Patricia Lizotte David Dexter	12. ADDRESS *(Number, Street, City, State, Zip Code)* Oxford Hills High School South Paris, Maine 04281	PHONE NUMBER 743-5142 AREA CODE 207
13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)* Donald Sipe	14. ADDRESS *(Number, Street, City, State, Zip Code)* 2 Pine Street South Paris, Maine 04281	PHONE NUMBER 743-8972 AREA CODE 207
15. POSITION OR TITLE Superintendent of Schools		
SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT		DATE SUBMITTED 30 June 1971

4

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED _____ B. TOTAL NUMBER OF LEA'S SERVED _____ C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED _____	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ _____

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission				$
B.	Application for First Continuation Grant				$
C.	Application for Second Continuation Grant				$
D.	Total Title III Funds				$53,752.
E.	End of Budget Period Report		July 70	June 71	$

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
_____	_____	$ _____

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public	0	289	1710	1524	450	38	4011	
		(2) Non-public	0	0	0	0	0	0	0	
B	Persons Served by Project	(1) Public	0	0	560	966	120	0	1646	
		(2) Non-public	0	0	0	0	0	0	0	
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	1646	0	0	0	1646

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	8	35			57

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		½	½			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12	1	3	3			
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL	1		1			

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED _____ (2.) TOTAL CALENDAR DAYS RETAINED _____

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED _____ 4 (2.) TOTAL CALENDAR DAYS RETAINED _____

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements Study (Including Planning for Future Need)								
C	Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)		289	1710	1524	450	38	0	8,300
B	Foreign Languages								
C	Language Arts (English Improvement)				966	120			23,000
D	Remedial Reading				98				4,200
E	Mathematics								
F	Science								
G	Social Studies/Humanities								15,000
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded				28				3,100
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids								
C	Demonstration/Learning Centers								
D	Library Facilities								
E	Material and or Service Centers								
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social/Psychological				5				
5.	OTHER								

TABLE OF CONTENTS

	PAGE
PROJECT EVALUATION	1
PLANNING RESULTS	40
SUMMARY OF RESULTS	41
EFFECT ON THE LOCAL EDUCATION AGENCY	42
DISSEMINATION OF INFORMATION	43
BUDGET SUMMARY	46
APPENDIX	47

Visitation Reports

Bibliography on the Disadvantaged

Paperback Library

Filmography

LIST OF TABLES

TABLE PAGE

I. Tennessee Self Concept Scale
Perception of Self
Grade 9 17

II. Group Work Attitude Inventory
Fall to Mid-Year. 18

III. Group Work Attitude Inventory
Fall to Spring 19

IV. Film Criticism
Word Count
Grade 9 20

V. Film Criticism
Number of Reasons
Grade 9 21

VI. Film Criticism
Number of Supportive Statements
Grade 9 22

VII. Commercial Television Criticism
Word Count
Grade 9 23

VIII. Commercial Criticism
Number of Reasons
Grade 9 24

IX. Commercial Television Criticism
Number of Supportive Statements 24

TABLE PAGE

X. Metropolitan Advanced Reading Test
Word Knowledge
Standard Score. 25

XI. Metropolitan Advanced Reading Test
Reading Standard Score 26

XII. Freshman Writing Sample
Number of Deviations from Standard American
English per Fifty Words 27

XIII. Freshman Writing Sample
Number of Words 28

XIV. Freshman Writing Sample
Ratio of Multi-Clause Sentences to
Single Clause Sentences 29

XV. Speech Sample
Number of Words 30

XVI. Speech Sample
Deviations from Standard American English
per Fifty Words 31

XVII. Speech Sample
Ratio of Multi-Clause Sentences to
Single Clause Sentences 32

XVIII. I.Q. Scores 33

1. A. MEETING THE MAJOR OBJECTIVES

The major objectives of Specialized Language Activities are concerned with the improvement of language facility and in the attitude of the students toward self and school. In the End of Budget Period Report filed in August of 1969 for the first year of funding, we reported the results of an experiment carefully designed to compare the growth in language facility of the students in the Specialized Language Activities project with the growth of students involved in the regular English curriculum at Oxford Hills High School. The statistical analysis of the results of the several pre and post tests designed to measure growth in I.Q., reading, speaking, and writing, demonstrated that students in the SLA experimental program significantly outperformed the students in the traditional English program. The program did make a great deal of difference to the students in the experimental program.

In order to see if the success of the first year could be repeated, a somewhat similar experiment was again established. During the second year the control group was the first year's experimental group. What we wanted to discover was if we could duplicate our success in the second year of operation. The statistical analysis of the pre and post testing reported in the End of Budget Report filed in July of 1970 for the second year of funding confirmed that the students exceeded original expectations in the many areas of language facility and in changing attitude.

In the third year of operation a new set of objectives were designed to measure as scientifically as possible those outcomes which have been mentioned in prior end-of-budget period reports under "Results Beyond Expectations."[1, 2] Specifically, these two reports have discussed the obvious changes in attitude toward school, self, community, and family which have taken place in the first two years of operation but no attempt had been made to measure these changes during the first two years. During the summer of 1970, the staff worked with Dr. Gerald Work of the University of Maine in Orono, a state Title III consultant, and developed additional measurable objectives for the third year. The final year of the project was spent in working toward the following objectives:

I. To develop a more positive self-concept in terms of the dimensions of the Tennessee Self Concept Scale:

Personal self

1. what his personal self is
2. how he accepts his personal self
3. how he acts in terms of his personal self

Activities

1. individualized instruction
2. continuous self-evaluation through a personal journal

---

[1] Specialized Language Activities: End of Budget Period Report, School Administrative District No. 17, South Paris, Maine, 30 June 1970, Pp. 16-18.

[2] Specialized Language Activities: End of Budget Period Report, School Administrative District No. 17, South Paris, Maine, August, 1969, Pp. 44-46.

3. performing various functions on the production team
4. role playing
5. expression of personal self through art activities
6. group discussion and project work
7. teacher led discussion

Evaluation

Pre and post administration of the Tennessee Self Concept Scale with appropriate statistical analysis

II. To work cooperatively and democratically in a small group project situation

Activities

Interest-centered units such as: advertising, parent-teenager relationships, careers. These units have a culminating activity for the production of a videotape or film.

Evaluation

Comparison of pre and post staff made attitudinal scale which will be significant at the .05 level.

III. To develop an appreciation for mood, theme, character, and story to communication in the motion picture

Activities

1. viewing and evaluating films and videotaped programs
2. discussions of the films
3. reading and writing of film reviews
4. making films and videotapes

Evaluation

1. Pre and post essay on reactions to a film. A positive gain will be measured by an increase in appropriate adjective on each category use at the .05 level.
2. Pre and post favorite TV show inventory with reasons which will be evaluated by the staff.

The research was carried out in the following manner in 1970-1971:

(1) SELECTION OF STUDENTS:

As in the previous years, all freshmen were given the Otis Mental Ability Test, Form EM. The experimental group was chosen from those students in the 85-100 I.Q. range. Also, the Special Education youngsters and others with below 85 I.Q.'s were incorporated into the program. Because of scheduling difficulties, only those students electing industrial arts, home economics, or business subjects were able to participate. A small class of seniors who had not before participated in the program were also added with the continuing sophomores and juniors.

(2) PRE--TESTING

After the freshmen students were selected and placed, the Metropolitan Advanced Reading Test (Form AM) and the Tennessee Self-Concept Scale were administered for analysis. A writing sample and speech sample were administered to each student. Also administered were a group attitudinal scale, a written film evaluation sample, and a written television evaluation sample.

The writing sample was taken on the same day for all students. It lasted one class period. All students were given two sheets of paper and a motivating picture was shown on a television monitor.

The speech sample was taken by having a ten minute conversation between the researcher and an individual student. These conversations were done after the students had become acquainted with the researcher who used the same basic questions in the conversations with all students. These conversations were all tape recorded and ten percent of the conversation was transcribed for analysis on the same basis as the writing sample. The ten percent transcription was done by transcribing thirty seconds at the end of four minutes and thirty seconds at the end of eight minutes.

The teacher-made group attitudinal scale consisted of fifteen statements about group work to which students were to circle an appropriate response from the categories "agree," "don't know," "disagree."

A film evaluation was written by each student after he had viewed a short professionally made film. Each student saw the same film shown on the same day. Each wrote his evaluation of the film.

A television evaluation was written by each student on the same day, given a half class period in which to write his evaluation of any freely chosen regular television program.

(3) EVALUATION OF TESTING

Both the writing and speech samples were evaluated on these general principles: 1. marked deviation from Standard American English, 2. the ratio of multi-clause sentences to single clause sentences, 3. the number of words, and 4. mean clause length.

In order to note marked deviation from Standard American English, the following categories modified from Walter Loban's work were used.[3]

(1) Lack of agreement of subject and verb in the third person singular (excluding all forms of the verb to be)

(2) Lack of agreement of subject and verb using only forms of the verb to be

(3) Omission of auxiliary verbs

(4) Non-standard verb forms

(5) Ambiguous placement of a word, phrase, or clause

These categories were chosen from the Loban study as the most significant deviations from Standard American English for the type of youngster this study concerns.

Barbara D. Miller and James W. Ney in their study of writing improvement found that the number of words written on a writing sample indicates a facility with language.[4] This study also considered the number of words written on the samples.

---

[3]Walter Loban, Language Ability, Grades Seven, Eight, and Nine, USOE Cooperative Research Mongraph No. 18, Washington, 1966, p. 13.

[4]B.D. Miller & J.W. Ney, Oral Drills and Writing Improvement in the Fourth Grade. Journal of Experimental Education, 1967, 36, Pp. 93-99.

Kellogg W. Hunt's study is concerned with control over language. In his study he analyzed the ratio of multi-clause sentences to single clause sentences.[5] He found that the appearance of multi-clause sentences meant that the writer had more to say about a topic; the writer was bringing in more ideas about a subject. This study also determined this ratio and analyzed the ratios.

The group attitudinal scale was evaluated in terms of change in the students' attitude toward working with others in groups.

The written film evaluation and the written television evaluation were analyzed on these general principles: 1. number of evaluative statements (reasons), 2. number of supportive statements, 3. number of words.

(4) THE EXPERIMENTAL PROGRAM--SPECIALIZED LANGUAGE ACTIVITIES

Students entering the ninth grade have at least nine years of instruction in usage and grammar behind them. In the case of the students involved in the study it was found that 65% of them had repeated at least one grade so those students had had more than nine years. Even though most of the students fell into the 85-100 I.Q. range, the repetition of the subject matter should have made some difference. These students, however, exhibited poor usage and command of the language. Their lack of ability with the language was constantly cited by teachers. Specialized Language Activities was designed to motivate the students to use

---

[5]Kellogg W. Hunt, Differences in Grammatical Structures Written at Three Grade Levels, USOE Cooperative Research Program, 1964.

oral language. It was hoped that by continually being placed in situations which would require them to use the language they would have a reason, at last, to use Standard American English in a situation where they really had something to say and someone to whom to say it.

The unit was the basic method for instruction. The units were interest-centered; that is, they focused upon genuine interests of the students. The students worked in groups or production teams. The groups would democratically decide the unit topic to be considered. At the beginning of the year it was necessary to acquaint the students with the equipment, basic production techniques, and the group method of working. The teachers in the program devised several units to be used during this orientation period.

After a unit subject had been chosen the entire group would do some basic research on it. They would consult periodicals available in the classroom, the library, or at home. They would consult the various sources in the school such as the library or other teachers. They would also, of course, call upon their own teacher who served as a resource person.

When enough background material had been gathered, the group would meet to decide about their production. First, they would have to decide upon a basic theme for their videotape presentation. Then there would have to be various committees formed and tasks assigned: the script committee would develop the shooting script; the technical crew consisted of the recorder operator, sound man, and camera man; the props and visual

committees were responsible for all props and visuals necessary for the production; and, the director. The talent was always chosen from those in the group and tasks were regularly rotated so that all had an equal chance at every job in production.

The shooting script was a major item in each production, yet it was very informal. It would contain the following: some technical information about various shots, prop and visual information, and an outline of basic information to be communicated. The shooting script did not contain any lines to be memorized by the talent. This was deliberate. When a youngster was on camera he was forced to use his own language ability in order to communicate. He had a strong idea of the message to be presented but had to depend on himself to produce the effect desired by his group for the production.

It has been recommended by the NCTE Task Force that oral language receive greater stress in language instruction for the disadvantaged at all levels of education, from preschool through adult. Research has demonstrated the definite inter-relationship between speaking, reading, and writing and has shown that substantial improvement in reading and writing will occur only as progress is made in the use of oral language.[6]

Props for the productions were often brought from home or obtained around the schcol. Students were very imaginative about finding suitable props. They prepared visuals; that is, title

---

[6]Richard Corbin and Muriel Crosby, Language Programs for the Disadvantaged. Champaign, Illinois: National Council of Teachers of English, 1965, p. 272.

cards and credits cards for the purpose of giving the production a more professional look at home or in the classroom. Costumes often came from home, but the dramatic club's wardrobe was often the source for these. As experience was gained, productions became very elaborate.

After a production was completed it was viewed by the entire group. Early in the year the students had viewed some off-air commercial television and had received some teacher-led criticism instruction. They viewed their own productions from many points of view. They watched for technical errors and developed an eye for these early in the year. The student operating the camera, for instance, would see a particular shot he could improve. Most interesting to the study was to watch youngsters who were the talent in a production see and hear themselves on the playback. They would readily determine an error made in language use. Often the students would want to retake a tape. It should be emphasized here, however, that technical perfection was not the goal of Specialized Language Activities. A motivation for oral language use and student involvement in language experience were important objectives of the program.

Other aspects of the language arts were not neglected in this program, but they were approached in a less traditional way. Composition took many forms. Work in research for shooting scripts frequently required the students to write. They also had to write letters upon occasion for various kinds of information. Each student also had a folder in the classroom to which he was encouraged to submit examples of his writing. The teacher would

often discuss the student's folder with him on an individual basis. While requirements were minimal for these folders, the students responded to them very well and some submitted extra work on a regular basis. The most formal composition requirement was in the form of a journal. Fader discusses this device extensively in his book[7] and his suggestions were adapted for use in the program. Each student was given a journal and required to write in it each week. He could copy something into it if he could not think of anything to write (several did this at first, but soon stopped). The journal was a regular writing assignment, and many students wrote beyond the minimum requirement. In addition, there were three typewriters available for student use. At first, these were toys, but for many the machines became a device to encourage written expression.

Reading and literature was approached on an informal and individual basis. A real effort was made to have suitable materials at hand in the classroom, including a large selection of paperback books. The students regularly went to the library and were encouraged to always have a book to read. Students were given in-class time to read silently. Students regularly had the opportunity to talk about a book individually with a teacher. The low-pressure, individual approach to reading encouraged students to read.

---

[7]Daniel N. Fader, Hooked On Books, Berkley Publishing Corporation, New York, New York, 1966, Pp. 26-33.

The program brought the students into contact with students from other tracks. This is usually not the case in most schools. Other English classes were encouraged to prepare productions. All technical work was done by students in the experimental group. Social studies and science teachers would often request that a commercial television program be taped off-air for showing in their classes. This would be done and Specialized Language Activities students would handle the playback in those classes. This put them in a school environment they had not experienced before.

The athletic department was interested in having games and practice sessions in many sports videotaped and filmed. Specialized Language Activities students did this. They operated the equipment in the recording and during the playback. They had the opportunity to become involved in a portion of school activities that, for most of them, had not been open to them before.

All of this exposure to the rest of the school resulted in a bolstered self-image. In addition to this, the involvement in a stimulating program designed for them contributed to a pleasant learning situation.

Since the Specialized Language Activities technique depends upon the use of equipment as a motivating device, a variety was provided. Operation of the equipment is not difficult and was easily mastered by teachers and students. As soon as the operational techniques were mastered by the students, the teachers did not have to be concerned with it. It was interesting to note that

the students not only quickly mastered operating the equipment but also mastered the technical language at the same time.

Role-playing as a teaching technique has been on the educational scene for a long time. The hardware involved in the Specialized Language Activities approach served as an effective motivator. Another real reason for the success of the program has to be the regularity of the role-playing experiences. Since these particular students had a real need for oral experiences in the school situation, this is what was emphasized.

A sense of visual awareness has been created in the students participating in S.L.A. through the viewing and discussing of numerous professional films and through student film making activities. For the past two years this program has hosted a film festival for students and teachers in the Northern New England area. Student and professional films were viewed and a workshop on videotape recording was held.

The upperclass members of S.L.A. use the Art Room facilities to create credits, sets, and props for their videotape productions. The art teacher is there to assist and consult with the students on media and proper television techniques.

The freshmen meet in the Art Room once a week for a regularly scheduled art lesson. The lessons are basically coordinated to units being taught or used in the other academic aspects of S.L.A. Students are exposed to various media such as tempera paint, transparent water color, and the many ways of wax crayons. They are exposed to three-dimensional as well as two-dimensional projects. Also in a non-direct way they are taught art history

and appreciation by constant referral in art lessons to the origin of particular techniques used. Art also comes into use when the students need props, visuals, etc. for video tape productions.

This year a new dimension was added to S.L.A. A full fledged Graphic Arts room exposed all S.L.A. students to off-set printing.

Upper classmen worked on a voluntary basis in the Graphics room. The culmination of their efforts was an S.L.A. Newsletter. This newsletter incorporated poetry, short stories, and art work by the students as well as articles on school events ranging from sports to academic awards. The students did all the reporting, typing, proofreading, and printing themselves. The Graphic Arts instructor was available for technical assistance and advice.

The freshmen met on a weekly basis learning the various methods and techniques of printing magazines including making their own note pads. They also did most of the school's printing demands, which ranged from tickets, the athletic schedule of events, teacher's handbooks, letterheads for the various departments, to the program for graduation night exercises.

This year the Graphic Arts department played an important role in the school and the S.L.A. students were behind every piece of work done.

During the first two years of the project the staff carefully examined the effect of the approach upon the language development of the students. The results were extremely positive. In the last year of federal funding it was decided to expand the project in two ways in order to make it more suitable for local

funding. First, a grade 12 group was added to insure a continuity throughout the four years of high school. Secondly, the teacher/pupil ratio was increased. This expansion added another dimension to the evaluation, that of achievement and its relationship to class size. It was decided then to check once again the development of language ability in order to determine if the students beginning the program under these conditions progressed at the same rate as the students during the first year.

(5) POST-TESTING

After completing two semesters in the study, the students were given the following tests:

Otis Mental Ability Test

Metropolitan Advanced Reading Test, Form CM

Tennessee Self-Concept Scale

Writing Sample

Speech Sample

Group Attitudinal Scale

Written Film Evaluation

Written Television Evaluation

(6) ANALYSIS OF DATA

The data collected were analyzed in order to provide answers to the following questions:

(1) DID THE TREATMENT AFFECT THE SELF-CONCEPT OF THE PUPILS?

(2) DID THE TREATMENT AFFECT ATTITUDE TOWARD GROUP WORK?

(3) DID THE TREATMENT HELP STUDENTS RESPOND TO FILMS DIFFERENTLY?

(4) DID THE TREATMENT HELP STUDENTS RESPOND TO TELEVISION DIFFERENTLY?

(5) DID THE TREATMENT AFFECT THE READING ABILITY OF THE PUPILS?

(6) DID THE TREATMENT AFFECT WRITTEN COMPOSITION?

(7) DID THE TREATMENT AFFECT ORAL LANGUAGE FACILITY?

(8) DID THE TREATMENT AFFECT THE I.Q.'S OF THE PUPILS?

(9) WAS ATTITUDE TOWARDS SCHOOL INFLUENCED?

(10) DID THE LARGER GROUPS IN THE 1970-1971 PROGRAM INFLUENCE INDIVIDUAL AND GROUP PERFORMANCE?

(1) DID THE TREATMENT AFFECT THE SELF-CONCEPT OF THE PUPILS?

The Tennessee Self Concept Scale was given to all freshmen at the beginning and the end of the year. The primary function of the test is to find any significant improvement in personal self concept. How much has the student changed in his personal attitudes during the year? The result of our testing showed a significant improvement in attitude toward personal self.

The score was obtained by computing the total positive and negative answers in the personal self column of the Tennessee Self Concept Scale. The mean score of 60.57 is the total positive and negative answers from all freshmen in the fall in comparison to the 64.83 increase of total positive and negative answers in the spring. This was a significant gain over the year in attitude toward self measured at the .02 level of significance.

TABLE I
Tennessee Self Concept Scale
Perception of Self (Grade 9)

Comparison	Mean	Difference	SD	t	Significance
Fall	60.57		7.90		
		4.26		2.382	.02
Spring	64.83		9.36		

The exposure to others on a more personal basis has improved the students' concepts towards self by becoming more aware of self and of the relationship of self to others. Seeing one's self on closed circuit television and experience with self-criticism and peer criticism encouraged self-awareness and helped to create a more realistic concept of personal self.

The program's emphasis on individual progress encouraged the development of a more positive self concept.

(2) DID THE TREATMENT AFFECT ATTITUDE TOWARD GROUP WORK?

A teacher-made attitudinal questionnaire on group work was administered in the fall, winter, and late spring to the freshmen in the program. The questionnaire consisted of fifteen statements about group work to which students were to circle an appropriate response from the categories "agree," "don't know," "disagree." The final raw score was obtained by assigning a positive rating to the "agree" responses and a negative rating to the "disagree" responses and adding the ratings.

Table II records the scores on the fall and mid-year questinnaires. A mean score of 3.916 obtained on the fall sampling and a score of 5.875 at mid-year show a significant positive attitudinal change toward group work. This can be attributed to the more positive feelings toward group work they experienced through their activities in the program.

TABLE II

Group Work Attitude Inventory

Comparison	Mean	Difference	SD	t	Significance
Fall	3.916		4.172		
		1.959		1.832	.1
Mid-Year	5.875		2.990		

Table III shows a comparison of fall to spring scores. The positive attitudinal change was not so significant as shown at mid-year. This could be attributed to the fact that the greatest change could be expected to take place early in their experience with group work. As the students became more self-motivating, perhaps they did not need the motivation of a group as much to get started.

TABLE III

Group Work Attitude Inventory

Comparison	Mean	Difference	SD	t	Significance
Fall	3.916		4.172		
		0.959		.814	Not Significant
Spring	4.875		3.811		

Teacher observation of the students in the program showed significant behavioral changes as group work activities progressed throughout the year. Students who had earlier been reluctant to participate in group activities became more willing to enter into activities. Some volunteered as group leaders and took active roles in the planning and culminating activities of their groups. To many shy students, group work was truly a socializing experience.

Attitude toward group work changed positively as seen in students increased profitable use of time in group activities. Students were able to work more successfully with others, with more purposefulness and better use of time as the year progressed.

(3) DID THE TREATMENT HELP STUDENTS RESPOND TO FILMS DIFFERENTLY?

Students in the Specialized Language Activities program at the ninth grade level were asked during the fall and spring to view a professionally made film and to write comments concerning this film. Students were asked to comment upon such areas as filming techniques, theme, plot, and overall effectiveness of presentation. Students were asked to cite and support reasons for comments given on this written evaluation.

Table IV on film criticism shows that these youngsters made a highly significant improvement in the area of word count. This improvement indicates that these students had more to say about the particular films viewed. This also could be an indication of an attitudinal change towards taking this film evaluation. During the spring sample students extended more of an effort towards writing comments about the film viewed. Youngsters viewed this film as a participatory activity which was to culminate in a written evaluation.

TABLE IV
Film Criticism
Word Count (Grade 9)

Comparison	Mean	Difference	SD	t	Significance
Fall	46.0		30.45		
		19.11		2.437	.01
Spring	65.1		36.32		

The comparison of the fall and spring sample of Table V of film criticism indicates that a highly significant improvement was made in the number of reasons given in the written film evaluation. The students in the program improved in their ability to critique film.

TABLE V
Film Criticism
Number of Reasons (Grade 9)

Comparison	Mean	Difference	SD	t	Significance
Fall	1.24		.54		
		1.15		6.122	.001
Spring	2.39		.98		

Table VI indicates that a highly significant improvement was made in the number of supportive statements. Students improved in their ability to state and substantiate opinions.

TABLE VI
Film Criticism
Number of Supportive Statements (Grade 9)

Comparison	Mean	Difference	SD	t	Significance
Fall	.83		.59		
		1.26		5.155	.001+
Spring	2.08		1.36		

In summary, the SLA program which emphasizes oral language along with visual literacy has helped students respond to the film medium. They do react to films and have reasons for their reactions.

(4) DID THE TREATMENT HELP STUDENTS RESPOND TO TELEVISION DIFFERENTLY?

Tables VII, VIII, IX contain the results of the pre and post commercial television criticism which was given to all ninth grade students. These students were asked to select and briefly describe one television show. Students commented upon such areas as camera techniques, acting, and overall effectiveness of presentation.

Table VII shows that these students made a significant improvement in mean word count on the fall and spring commercial television criticism.

TABLE VII
Commercial Television Criticism
Word Count (Grade 9)

Comparison	Mean	Difference	SD	t	Significance
Fall	60.67		35.06		
		35.10		2.719	.01
Spring	95.86		65.85		

The comparison of the fall and spring sample of Table VIII of the commercial television criticism shows that a significant improvement was made in the number of reasons given in these written television criticisms.

TABLE VIII
Commercial Criticism
Number of Reasons (Grade 9)

Comparison	Mean	Difference	SD	t	Significance
Fall	1.69		1.14		
		0.525		1.615	.1
Spring	2.21		2.21		

Table IX on Commercial Television Criticism indicates that there was no significant difference in the number of supportive statements between the fall and spring samples.

TABLE IX
Commercial Television Criticism
Number of Supportive Statements

Comparison	Mean	Difference	SD	t	Significance
Fall	1.31		.962		
		0.361		1.280	Not Significant
Spring	1.68		1.415		

(5) DID THE TREATMENT AFFECT THE READING ABILITY OF THE PUPILS?

The informal approach to reading stressing free reading with the availability of a variety of paperback and hard cover books in a classroom library was effective in improving reading ability. The Metropolitan Advanced Reading Test was administered in the fall and the spring to freshmen in the program.

The mean standard score on word knowledge in the fall was 43.73; in the spring the score was 46.65. Growth in word knowledge was of .1 significance.

The standard reading score in the fall was 41.77 and in the spring was 44.88 showing a significant improvement bordering on .1.

TABLE X

Metropolitan Advanced Reading Test
Word Knowledge Standard Score

Comparison	Mean	Difference	SD	t	Significance
Fall	43.73		9.81		
		2.92		1.448	.1
Spring	46.65		9.86		

Although reading was not taught formally these students improved significantly in their reading ability. It was also observed by the staff that attitude toward reading was positive and students seemed to enjoy reading as a leisure activity. Frequently they could be heard discussing books with other students

and even bringing in favorite books for the staff to read. Most of the students were eager to talk about their reading with staff members. Some even came to the S.L.A. room during their study periods to talk with teachers about their books.

TABLE XI
Metropolitan Advanced Reading Test
Reading Standard Score

Comparison	Mean	Difference	SD	t	Significance
Fall	41.77		10.33		
		3.11		1.593	Bordering on .1
Spring	44.88		8.47		

(6) DID THE TREATMENT AFFECT WRITTEN COMPOSITION?

A fall and spring writing sample was given to all freshman students. This sample was obtained through presenting a selected picture on the television monitor and having the students use this picture as a motivator for their composition sample.

Table XII shows the number of deviations from Standard American English per fifty words in a pre and post writing sample. The difference between the two samples is not highly significant but the trend toward the reduction of errors is important. The fall mean was 2.15 and the spring mean was 1.58 with a .2 level of significance.

TABLE XII

Freshman Writing Sample

Number of Deviations from Standard American English per Fifty Words

Comparison	Mean	Difference	SD	t	Significance
Fall	2.15		2.866		
		0.571		1.026	.2
Spring	1.58		2.33		

Table XIII points out the number of words used in the pre and post writing samples. The results of the writing sample showed a significant increase in the number of words used. The fall mean was 98.50 and the spring mean was 122.93 with a .1 level of significance. The increase in the number of words used

also increased the chance for error in word usage--thereby lessening the chance for reduction in the number of deviations from Standard American English per fifty words.

TABLE XIII
Freshmen Writing Sample
Number of Words

Comparison	Mean	Difference	SD	t	Significance
Fall	98.50		63.21		
		24.43		1.698	.1
Spring	122.93		70.44		

Table XIV examines the analysis of data collected about the ratio of multi-clause sentences to single-clause sentences. There was no significant difference between the pre and post writing sample. Analysis of data for the writing sample included all ability levels including the special education youngsters, which might account for the lack of significant change in the ratio of multi-clause sentences to single clause sentences. The selected picture also may not have served as a stimulating motivator for the writing sample.

TABLE XIV

Freshman Writing Sample

Ratio of Multi-Clause Sentences to Single Clause Sentences

Comparison	Mean	Difference	SD	t	Significance
Fall	2.010		2.559		
		0.611		1.434	.2
Spring	1.490		1.255		

(7) DID THE TREATMENT AFFECT ORAL LANGUAGE FACILITY?

A speech sample was taken with all freshmen in the fall and spring. This consisted of a tape recorded ten minute conversation with a teacher who used the same basic questions with all students. Ten percent of the conversation was transcribed for analysis on the same basis as the writing sample.

The results of the speech sample showed a highly significant increase in the number of words used in conversation, as shown in Table XV. The fall mean was 50.33 and the spring mean was 58.285 for a .05 level of significance. That students improved in their facility to use oral language was also demonstrated in their willingness and increased participation in role playing, group activities and video taping situations. As the year progressed students were better able to sustain ideas in productions of increasing length and sophistication.

TABLE XV
Speech Sample
Number of Words

Comparison	Mean	Difference	SD	t	Significance
Fall	50.33		16.29		
		7.95		1.905	.05
Spring	58.285		13.95		

Table XVI showed a slight but not statistically significant decrease in deviations from Standard American English per fifty words. The trend is positive, however.

Classroom activities showed that students were aware of deviations in Standard American English as they were able to correct their own errors after viewing a videotape playback of their presentations.

TABLE XVI

Speech Sample

Deviations from Standard American English per Fifty Words

Comparison	Mean	Difference	SD	t	Significance
Fall	2.4		1.81		
		.40		.847	.3
Spring	2.0		1.54		

Table XVII showed that the increase in ratio of multi clause sentences to single clause sentences was not significant.

Overall facility with oral language as demonstrated in daily activities was observed by the staff in increased effectiveness of student communication.

TABLE XVII

Speech Sample

Ratio of Multi Clause Sentences to Single Clause Sentences

Comparison	Mean	Difference	SD	t	Significance
Fall	.83		1.050		
		.012		.041	Not Significant
Spring	.842		1.054		

(8) DID THE TREATMENT AFFECT THE I.Q.'S OF THE PUPILS?

Table XVIII shows the mean I.Q. of the freshmen group to be 85.604 in the fall. A mean score in the spring of 86.086 showed that a significant gain did not occur. This could be partially attributed to the fact that several special education youngsters were included in the test group and for some their low ability made it difficult for them to take the test with any degree of competence. The overall mean I.Q. was lower than that of the preceding freshman classes in the Specialized Language Activities program. The fall and spring means of the first year group were 92.6 and 96.5 respectively. The scores of the second year group were 91 and 91.6 for the fall and spring.

TABLE XVIII
I.Q. Scores

Comparison	Mean	Difference	SD	t	Significance
Fall	85.604		13.328		
		.482		.161	Not Significant
Spring	86.086		15.188		

(9) WAS THERE A CHANGE IN ATTITUDE TOWARD SCHOOL? HOW IS THIS SHOWN?

As in past years freshmen entering the Specialized Language Activities program possessed a negative attitude toward school. This attitude has been brought on by many things.

Oxford Hills High School is located in an area designated by the U.S. Office of Economic Opportunity as economically depressed. Using the Warner SES scale the average family economic level is upper lower. Most of the wage earners work in jobs which do not require special skills. Twenty-five per-cent of the S.L.A. students live in homes which do not contain at least one of the original parents. All of these factors work at producing students who find school inappropriate.

The majority of these students have had some experiences in school which could have contributed to an indifference toward school in general. One major factor would be a lack of success. 65% of the students have repeated at least one grade since they have been in school. This fact would surprise many who make the claim that social promotion is the rule in modern American schools.

An examination of grades for the entire ninth grade in the total high school program during the 1970-71 school year including all course and motivational levels indicated that 21% of <u>all</u> freshmen failed at least one course, while 9% of those freshmen enrolled in the Specialized Language Activities program failed at least one course. Given the nature of the S.L.A. student this comparison with <u>all</u> ninth grade students, we believe indicates a

clear change of attitude toward school on the part of the S.L.A. student. Coming as it did in the first year of high school, we feel the positive effect of non-failure will be a lasting influence upon the Specialized Language Activities freshmen as has been the case with youngsters who have now completed three years in the program.

As in past years, students in the Specialized Language Activities program demonstrated not only improvement in their language facility and in active involvement in the group work necessary to producing a videotape, but also expanded involvement in the total school program both curricular and extra-curricular. The type of student identified for enrollment in the program is generally characterized by either non-involvement and withdrawal or "discipline problem involvement." A great number of Specialized Language Activities students became actively involved in school clubs, athletics, and related activities. Recognition by all students was evidenced by the selection of one S.L.A. student as a class representative to the student council and another as vice president of his class.

Another positive change in attitude toward school was demonstrated by those freshmen, like others before them, who were anxious to come to the S.L.A. classroom during their study period either to join other classes or to work on their own or talk with teachers when students were absent during the teachers' planning period. Eight sophomore students regularly met with another sophomore class, thus attending ten periods each week instead of the required five. Of these, two attended another three periods

each week as well. Still another of these, Tony, met regularly five periods each week with a freshman class as a kind of "teacher assistant" along with another three periods during the week. While his scheduled class met five periods each week, Tony was actively involved in S.L.A. classes eighteen periods each week.

Nathan, a freshman, entered classes in the fall with a decidedly negative attitude toward school in general and virtually all S.L.A. activities, as well. He began to demonstrate slight changes of attitude and then asked teachers if he could occasionally come into the S.L.A. room during their planning period. Each time he came, he worked on his own on writing, reading, and class activities and assignments; things he previously refused to do. While his visits became less frequent his writing and reading work did not correspondingly decrease, instead it increased. He became an active participant and even a leader in class activities. Certainly a changed attitude was demonstrated.

Rose and Marion are typical examples of youngsters who in the fall were extremely retiring and reluctant to participate in role-playing activities to the point of absolute refusal. Both girls by the spring of the year were among the most vocal and active participants. During the three years of the project, this has been one of the most frequently demonstrated positive attitudinal changes.

Sumner was a boy who throughout his school experience had cultivated a reputation as being a real discipline problem. Undoubtedly this reputation had eliminated his participation in

many activities and had caused others not to trust him with responsibility. During the very first few classes of the fall term while freshmen were being oriented to use of the expense of the equipment and how delicately it should be handled, the teacher was demonstrating use of the camera. Calling then on a student from the class to demonstrate this as well, he called on Sumner. Instant reaction on his part to being asked was an astonished "Who! Me!" He then not only fulfilled that minor task, but became throughout the year an almost too-anxious teacher's helper in any desired task.

These are only a few anecdotal incidents which confirm the teachers' observations of changed attitude toward school. Students became successful in improving their language facility and in becoming actively involved in group work. We believe these influenced a positive change of attitude toward school in both its academic and extra-curricular activities.

(10) DID THE LARGER GROUPS IN THE 1970-1971 PROGRAM INFLUENCE INDIVIDUAL AND GROUP PERFORMANCES?

Larger groups definitely had an impact on the performance of this group of freshmen. At the beginning of the year fifty-four freshmen were assigned to the SLA program for the same double periods, while the upper classmen were more comfortably distributed in smaller classes during the other class periods of the day.

As a result there was less individual attention possible with the freshmen and experience with the equipment was more limited. These students also had less opportunity to utilize the equipment for other classes, extra curricular activities, community groups and other district schools.

Larger groups resulted in less flexible scheduling of activities, less space available, and a more structured approach to the groups' activities. Much spontaneity was lost in taping activities because of the need to "wait their turn" while equipment was being used by others.

Time for teachers to talk with individual students during class time was at a minimum. These students, because of their backgrounds and past experience, need more attention than we were able to give them this year.

As a result of increased numbers, we feel that positive changes in individual students' behavior and attitudes were less dramatic than with students in the first two years of the program.

Research related to the relationship of class size to pupil learning is inconclusive but evidence points to the fact that

pupil achievement is inversely related to class size. A five year study examined the relationship between class size and pupil achievement in reading and arithmetic of 16,449 Baltimore public school youngsters. Pupils in smaller classes in both the regular and special education curriculums were found to make significantly greater achievement gains than students in larger classes.[8]

A comparison of academic achievement in reading as a result of individual and group instruction with Job Corps women showed that in evaluating the effectiveness of various group sizes gains increased as group size decreased.[9]

The effect of class size on critical thinking skill showed that when ability level was considered student achievement seemed to be a function of class size. Low achieving students learned critical thinking skills more efficiently in small classes.[10]

---

[8]"Research Clues," Today's Education, September, 1969, p. 82.

[9]Diana Roberta Duncan McCall, A Comparison of Academic Advancement in Reading with Job Corps Women, Unpublished Doctoral Dissertation, University of Oregon, 1969.

[10]Edwin A. Bostrom, The Effect of Class Size on Critical Thinking Skill, Unpublished Doctoral Dissertation, Arizona State University, 1969.

Report of the NCTE Task Force on Teaching English to the Disadvantaged recommends that a strong attempt be made to reduce class size for disadvantaged students.[11]

B. PLANNING RESULTS

An eight day session was held at the close of school in order to analyze test results and to focus attention on planning for the expanded project as it continues in the regular school program next year. Dr. Richard L. Knudson of the State University College at Oneonta, New York, the former project director, assisted the staff during the session.

A five-day workshop was conducted for selected elementary and junior high school teachers of the local school district who will be incorporating the project's philosophy and methods in their respective school programs.

---

[11]Richard Corbin and Muriel Crosby, Language Programs for the Disadvantaged. Champaign, Illinois: National Council of Teachers of English, 1965, p. 101.

2. Summary of Results

One of the important aspects of the S.L.A. program has been its effect on students' personal self concept. The third year of the program showed that as students continued to experience success they improved significantly in their self-awareness and developed a more positive self concept.

An observation of students who have been in the program for two or three years demonstrated that positive gains continued to be made in areas of reading, writing, speaking, and self concept. A greater degree of personal involvement and greater competency is evident in activities of upperclassmen. They have developed more sophisticated levels of expectations and self-criticism. They have shown a concern for the need to improve their reading, writing, and speaking skills. At times students would request a writing or reading activity. An increasing number of students wrote extra compositions on their own. Scripts for videotape productions became more sophisticated. Many of them were dramatic productions involving more complex plot, characterizations, and technical requirements than those evidenced in their first year in the program.

A degree of close friendship has developed among upperclass S.L.A. students. The feeling of being somehow "special" has remained with them and no doubt has helped their continued positive growth in self-concept.

Most of the students plan to complete high school; a few are planning to go on to post-high school education. Given the doubtful prognosis of these students as they entered the program after

completing the eighth grade, the staff feels their growth to be significant and is pleased to encourage their plans for further education.

3. Effect on the Local Educational Agency

The greatest effect on the local system has been on faculty attitude toward the type of youngster involved in the project. The third year of the project witnessed still greater positive changes in this attitude. More faculty members show a concern for slow learners. They have demonstrated a realization that these students are capable of becoming motivated and involved. There is indeed a growing awareness that slow learners can learn.

Many faculty members at each level of the school program have expressed changed ideas concerning curriculum and teaching methods. Some are realizing that a traditional curriculum does have little to offer this type of student which is relevant to him or which would motivate him.

Teachers at the high school who have these students in classes report that these youngsters have carried over their enthusiasm from Specialized Language Activities to other classes. This has been a good source of faculty publicity for the project.

In addition, in-service sessions have been held with various teachers at all levels in the local educational agency in order to demonstrate the equipment and further promote the project's philosophy, methods, and demonstrated results.

Extensive use of the equipment made by many teachers in the district was realized to a greater extent than in previous years.

Each week saw at least one other faculty member making use of the equipment.

Programs are being instituted throughout the educational system, kindergarten through grade twelve, utilizing additional videotaping equipment and the oral approach to language arts first developed by this project.

4. Does not apply

5. Dissemination

Various media have been used to disseminate information about the S.L.A. program. Coverage was given on television: Maine's Channel 6 News Special report; Channel 2, 6, and 13, April Expo, a Title III demonstration.

Presentations were made to the following groups:

Eastern Maryland Reading Conference (University of Maryland and Maryland State Department of Education) at Easton, Maryland

New England Right to Read Conference at Andover, Massachusetts

NCTE National Humanities Conference at Boston, Massachusetts

University of Maine classes at Gorham, South Paris, Presque Isle, and Lewiston-Auburn

Keene State College of the University of New Hampshire

April Expo at Portland and Bangor, Maine

Schenectady (New York) Administrators Conference

Catskill Area Conference at Oneonta, New York

A 25-minute 16 mm color film, "A New Approach to English," was distributed nationally to thirty-two locations in 13 states including audiences of educators and college students.

There have been numerous requests for information about the project. In response to these, material has been sent out including the following: units for classroom activities, bibliographical lists and other materials related to the disadvantaged learner and the use of videotape equipment, and articles written about the project itself.

Numerous newspaper articles and pictures have kept the Oxford county area irformed about activities of the SLA program.

Two articles concerning the project appeared in periodicals during the year. "Oh No, Not English Again" by William Bumstead was published in the January 1971 issue of Educate. Dr. R.L. Knudson's "The Effect of Pupil-Prepared Videotaped Dramas on the Language Development of Selected Rural Children" appeared in the Spring 1971 edition of Research in the Teaching of English.

Research on the second year of the program was the subject of Patricia J. Lizotte's unpublished master's thesis A Follow-Up Study of the Effects of Pupil-Prepared Videotaped Dramas on the Language of Selected Rural Children accepted by the faculty of the University of Maine at Portland-Gorham.

Specialized Language Activities was nominated by the President's National Advisory Council on Supplementary Centers and Services for its Innovative Project Award.

Materials have reached further distribution through Clearinghouse on Rural Education and Small Schools (CRESS), a division of

Educational Resources Information Centers (ERIC); NCTE/ERIC; the American Institutes for Research--CREATE; and the ERIC Information Retrieval Center on the Disadvantaged.

Several educators, college and high school students have visited the S.L.A. program during the year. Many of these have requested further information and plan to incorporate some of the ideas observed in their own school systems.

Teachers in S.A.D. #17 elementary and junior high schools have spent several days visiting the program to prepare for its incorporation into the other schools in the district. A visitors day and a workshop was held for elementary and junior high teachers to demonstrate use of the equipment and ideas for teaching students.

ESEA TITLE I I
Form A
10/6/69

State of Maine
DEPARTMENT OF EDUCATION
Augusta, Maine 04330

CI
HP

Fiscal Year Report of Federal Program Expenditures

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the accompanying Instructions before completing this form)

NAME AND ADDRESS OF AGENCY: S.A.D. #17, South Paris, Maine 04281

PROJECT NUMBER: 68-0554200

GRANT NUMBER: OEG-0-8-055420-2934(056)

STATE: Maine

BUDGET PERIOD (MONTH, DAY, & YEAR): 7/1/70 to 6/30/71

PART I - EXPENDITURES (other than construction)

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							
FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES: PROFESSIONAL	SALARIES: NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
1	2	3	4	5	6	7	8	9	10
1 ADMINISTRATION	100	1,885.45	4715.41		526.16			643.56	7,770.58
2 INSTRUCTION	200	29,282.89			3707.66			1,380.17	34,370.72
3 ATTENDANCE SERVICES	300								
4 HEALTH SERVICES	400								
5 PUPIL TRANSPORTATION SERVICES	500								
6 OPERATION OF PLANT	600								
7 MAINTENANCE OF PLANT	700								
8 FIXED CHARGES	800								
9 FOOD SERVICES	900								
10 STUDENT-BODY ACTIVITIES	1000								
11 COMMUNITY SERVICES	1100								
12 REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c								
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						8965.02		8965.02
14 TOTAL →		31,168.34	4715.41		4233.82		8965.02	2023.73	51,106.32

This report reflects the obligations as of 30 June 1971. The final budget report will be submitted on 15 August 1971.

APPENDIX

ESEA TITLE III

Visitation Report

I. General Information

Dates Visited: December 2-3, 1970

Visiting Team: William Soule (Chairman), Jack Savona, Carl Kirkpatrick, Gerald Work

Project Title: Specialized Language Activities for the Rural Disadvantaged

Administrative LEA: MSAD #17

Project Co-Directors: David Dexter and Patricia Lizotte

II. Sources of Information

A. Superintendent

B. Principal

C. Guidance Director

D. Four project personnel

E. Seven teachers within school

F. Newspaper photographer

G. SLA students

H. 1. Financial Records

2. Student-made videotapes

3. Instructional material

III. Nature of the Project

A. The following objectives were listed for the program:

1. To develop a more positive self-concept in terms of the following dimensions of the Tennessee Self Concept Scale

2. To work cooperatively and democratically in a small group project situation
3. To improve oral language as measured by pre- and post-speech samples
4. To improve attitude towards and facility with reading
5. To improve written language as measured by pre- and post-writing samples
6. To develop an appreciation for mood, theme, character, and story communication in the motion picture
7. To develop a concern for and a proficiency with the equipment

B. Activities appropriate to each of the specific objectives have been formulated and instituted.

IV. Personnel

The project is staffed by two co-directors who also act as instructors, one full-time instructor, one half-time instructor, and a secretary. Credentials of the staff are appropriate for the work in which they are involved. Previous experience of the two co-directors within the project has provided for an excellent background of experience.

V. Community Involvement (general, professional, participants, and parents)

A. General - public kept aware of project through periodic articles in local newspaper

B. Professional - dissemination of project information on an inter- and intra-school basis through visitations and articles was rated excellent.

C. Participants - the students within the program are involved in all phases of the program, again rated as excellent.

D. Parents - parental involvement has been constant since the initiation of the project, again rated as excellent.

VI. Evaluation

The project was rated "excellent" in all areas of evaluation. Care has been taken to structure a close association between objectives, activities, and evaluative measures. Since the evaluation visit was conducted early in the year, comparative data for the present academic year was not available.

VII. Dissemination

Various media have been used to disseminate information about the project. Technical quality and effectiveness of media were rated as excellent.

VIII. Budget - Finance

Again, as in the previous visitation report, sound fiscal judgement has been exhibited. Financial allocations have been made with reference to project objectives. The level of funding appeared to be adequate for project needs. A continuation plan is being developed by the superintendent in conjunction with the principal and project personnel.

3. higher priority be given for SLA programming and scheduling
4. continuation of planning for extension of SLA program into 7th and 8th grades, with emphasis on maximal number of students to be effectively served
5. direct involvement of other high school teachers and students in SLA
6. continued use of experimental-control evaluation design as used in initial stages of the project

IX. Summary Comments

A. Project strengths:

1. self-concept development, positively oriented and based on individual needs and strengths
2. individual's growth in language facility, in reading, writing, listening, and speaking
3. student involvement in decision-making with respect to planning and implementation of project activities with concomitant student acceptance of responsibility for learning
4. positive orientation and involvement of SLA students in other school activities, both curricular and co-curricular, as a result of project participation
5. interpersonal sensitivity and cooperation evidenced by SLA students
6. design and implementation of an effective evaluation of the project

B. Problem areas: none observed

C. Over-all rating: the project was given the highest rating on a five-point scale--excellent.

D. Recommendations:

1. because of the superior quality of the program and its well-documented results, the committee recommends that current efforts for the continuation of the project be maintained after the termination of Federal funding.
2. increased time be provided for the staff especially co-directors for planning and coordination of the SLA program

SELECTED REFERENCES ON EDUCATING THE DISADVANTAGED

Bloom, Benjamin S., Allison Davis, and Robert Hess. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart and Winston, Inc., 1965.

Report of the Research Conference on Educational and Cultural Deprivation at the University of Chicago; generalizations on education and the disadvantaged with specific policy implications; includes an annotated bibliography on education and cultural deprivation.

Burchill, George W. Work-Study Programs for Alienated Youth, a Casebook. Chicago, Ill.: Science Research Associates, 1962.

Descriptions of nine work-study programs at the secondary level which combine classroom and job experience; useful for schools planning or evaluating similar programs to prevent the alienation of certain youths from their society.

Clark, Kenneth B. Dark Ghetto. New York: Harper and Row, Publishers, 1965.

An analysis of the Negro power structure and the debilitating effects of the ghetto on the individual; includes a discussion of the problems of education in such areas.

Conant, James B. Slums and Suburbs. New York: McGraw-Hill Book Company, Inc., 1961.

Contrasts the people and problems of education in city slums with those which are typical of wealthy suburbs; includes proposals for improving education in both areas.

Crosby, Muriel. An Adventure in Human Relations. Chicago: Follet Publishing Company, 1965.

The reactions of the teachers, the students, and the community of Wilmington, Delaware, to a three-year project designed to improve the schools through the development of appropriate curricula and in-service teacher education, and to involve community agencies in the problems of educating the disadvantaged.

Davis, Allison. Social Class Influence Upon Learning. Cambridge, Mass.: Harvard University Press, 1948.

A classic statement on the differences in social class values and their effects upon motivation and achievement in education.

"The Disadvantaged," Publications Bulletin. New York: Anti-Defamation League of B'nai B'rith.

A bulletin published by B'nai B'rith listing books, pamphlets, and articles judged to be important to understanding both the problems of educational segregation and cultural disadvantage. This bulletin may be ordered from The Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

The Disadvantaged Child: A Program for Action. Trenton: New Jersey Education Association, 1964.

Specific programs for improving the education of disadvantaged children; special emphasis on the recruitment and training of teachers for schools in which there are large concentrations of disadvantaged youth.

Educational Policies Commission. Education and the Disadvantaged American. Washington, D.C.: National Education Association, 1962.

A policy statement reviewing the problems in the education of the disadvantaged and ways in which to meet them.

Friedenberg, Edgar Z. The Vanishing Adolescent. New York: Dell Publishing Co., Inc., 1959.

A discussion of the pressures and fears of our culture which are destroying adolescence, placing the adolescent in the role of a rebel subject to the censorship of both his peers and his teachers.

Harrington, Michael. The Other America. Baltimore: Penguin Books, Inc., 1962.

A critical study of the problems and the people who make up the "other America" of cultural deprivation and poverty.

May, Edgar. The Wasted Americans. (Signet Books.) New York: New American Library of World Literature, Inc., 1964.

A study of America's welfare program; how it is now working and how it should work.

National Council for Effective Schools. A Tentative Summary Report for an Effective School Program in Urban Centers. Chicago, Ill.: American Federation of Teachers, March 1965.

Includes specific recommendations about integration, personnel, class size, materials, and community involvement in education in the large urban center.

Passow, A. Harry (ed.). Education in Depressed Areas. New York: Teachers College, 1963.

Series of fifteen papers presented at a 1962 Conference on Curriculum and Teaching in Depressed Urban Areas; covers schools, teachers, programs, and the sociological and psychological aspects of education in depressed areas.

"Poverty and the School," Educational Leadership, XXII (May 1965).

An entire issue devoted to the problems of education in areas of great poverty and deprivation.

Programs for the Educationally Disadvantaged. U.S. Office of Education, Bulletin 1963, No. 17. Washington, D.C.: U.S. Government Printing Office, 1963.

A collection of papers presented at the May 1962 Conference on Teaching Children and Youth Who Are Educationally Disadvantaged; reports practices and methods specifically designed for use with such children.

Promising Practices from the Projects for the Culturally Deprived. Chicago, Ill.: The Research Council of the Great Cities Program for School Improvement. (228 North LaSalle Street, Chicago, Illinois)

An extensive summary of successful programs, with evidence for claims which are made.

Quick, E.J. (ed.). New Opportunities for the Culturally Disadvantaged. Toronto: The Canadian Education Association, 1964.

A report by Canadian educators on programs for the culturally disadvantaged in fifteen large cities of the U.S.; includes an analysis of the problems of compensatory education in Canada, and practices from the U.S. programs which might prove useful there.

Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, Publishers, 1964.

An attempt to develop new approaches to the education of the deprived child, emphasizing the positive aspects of his culture; includes a critical evaluation of the Higher Horizons program and recommendations for further action.

Rivlin, Harry N. "Teaching and Teacher Education for Urban Disadvantaged," The Journal of Teacher Education, XVI (June 1965), 135-186.

Reports by teachers and administrators from inner cities, giving their own experiences and methods in the education of teachers for disadvantaged students.

Sexton, Patricia C. Education and Income. New York: The Viking Press, 1961.

A study of school inequalities and the relation of educational opportunities to income and social class; argues for special attention to the education of low income and slum children to help them overcome their environmental handicaps.

Silberman, Charles E. Crisis in Black and White. (Vintage Books.) New York: Random House, Inc., 1964.

A study of the Negro problem as it exists in our great urban centers; recognizes that to change the status of the Negro will require other great changes in the fabric of American life.

The Society of the Streets. New York: The Ford Foundation, 1962.

A summary of Ford Foundation's projects dealing with problems of cultural deprivation and the disadvantaged.

Stauffer, Russell G. (ed.). Language and the Higher Thought Processes. Champaign, Ill.: National Council of Teachers of English, 1965.

A collection of articles from the April and May 1965 issues of Elementary English dealing with the relation of language to thought and the development and operation of this relationship; includes discussion of recent research and implications for classroom teaching.

Training the Hard-Core Unemployed: A Demonstration-Research Project at Virginia State College, Norfolk Division. Washington, D.C.: U.S. Government Printing Office, 1964.

A program which has demonstrated that even members of the "hard-core" of unemployed can be trained to be productive members of society within a relatively short period of time.

U.S. Bureau of Indian Affairs. Education for Cross-Cultural Enrichment. Washington, D.C., The Bureau, 1964.

A collection of articles from Indian Education representing almost thirty years of writing about the education of the American Indian; most discussions are applicable to other minority groups. Also, Education for Cultural Change, 1953, and Education for Action, 1944.

CLASSROOM LIBRARY

Specialized Language Activities

Title	Author
A Girl Can Dream	Cavanna, B.
A Date for Diane	Cavanna, B.
A Jesse Stuart Reader	Stuart, J.
A Nose for Trouble	Kjelgaard, J.
A Sense of Magic	McNair, K.
A.B.C. Murderers, The	Christie, A.
Abraham Lincoln	Hunt, I.
Across Five Aprils	
Adventures of Homer Fink, The	
Adventures of Sherlock Holmes	Doyle, A.C.
African Treasure	Hughes, L.
Against Time	
Age of Adventure, The Renaissance Philosophers	DeSantillara
	Heyerdahl
Aku-Aku	Mitchell, J.
Amazing Mets	
America's Hall of Fame	Chute, W.
American Scene 1600-1860	Murphy
Animal Stories	
Animals	Davis
Anything for a Friend	Fast
April Morning	Lewis
Arrowsmith	Fisher
Avion by Uncle Flew, The	Lewis, S.
Babbitt	Garagiola
Baseball is a Funny Game	Davis, M.
Baseball's Unforgettables	Smith, N.
Baseball's Hall of Fame	Orbaan, A.
Battles & Bloodshed	Allan, E.
Batting and Bunting	Wiley, J.
Beasts, Brains, & Behavior	Oglivie, E.
Becky's Island	
Bertie Comes Through	Medearis, M.
Big Doc's Girl	
Big Ceasar	Melville, H.
Billy Budd & Typee	Stevenson, R.L.
Black Arrow, The	
Black Beard's Ghost	Griffin
Black Like Me	Hinkle, Thomas
Black Storm	
Black Tiger at Indianapolis	Givven, H.
Blue Treasure	Thompson, T.
Bonazana, One Man With Courage	Hunter, E.
Brainwashing	Asimov, L.
Breakthroughs in Science	Wilder, T.
Bridge of San Louis Rey	

Title	Author
Bridge at Toko-Ri	Michener, J.
Broken Fancy	Montgomery, R.G.
Bruce Larkin--Air Force Cadet	Pearl, J.
Call of the Wild, The	Roove, W.
Caine Mutiny	Wouks, H.
Can You Solve It?	Mosler, G.
Captain Courageous	Kipling, R.
Challenge of the Sea	Clarke, A.
Champion Breed	Stump, A.
Champion of the Court	Verral, C.
Champion With a Knife	Abell, E.
Charlie Brown's All-Stars	Schulz
Co-Ed Book of Charm and Beauty, The	Editors of Co-Ed Magazine
Co-Ed Cookbook	Fleck, H.
Come Be My Love	Davis, L.
Commodore Hornblower	Forrester, C.
Cool Cos: The Story of Bill Cosby	
Courage	Felsen
Crash Club	West, J.
Cress Delahenty	Wilkersen, D.
Cross and the Switchblade, The	Bradbury
Dandelion Wine	Taylor
Danger Zone	Benson, M.
Dangerous Deadline	
Dangerous Summer	Koestlers, A.
Darkness at Noon	Baez, Joan
Daybreak	Lewis, A.H.
Day They Shook the Plum Tree	Harkins, D.
Day of the Drag Race	Dickens, C.
David Copperfield	Head, G.
Dear Gay Head	Kozol, J.
Death at an Early Age	
Deathman, Do Not Follow Me	
Death of Lincoln, The	Dooley, T.S.
Deliver Us From Evil	Frank, A.
Diary of a Young Girl	Emery, A.
Dinny Gordon--Junior	
Dirt Track Summer	Lewiton, M.
Divided Heart	Dooley, T.A.
Doctor Tom Dooley, My Story	Dujardin, R.
Double Date	Dujardin, R.
Double Feature	
Durango Street	Saudek, R.
Eight Courageous Americans	by Sau San as told to Bette Lord
Eighth Moon	Blake, C.
Elephant Jokes 101	Hagedorn, H.
Eleven Who Dared	Warshofsky
Epidemic Detectives	
Escape from Warsaw	
Exploration of the Universe	Ogilvie, E.
Fabulous Year, The	

Title	Author
Fair Exchange	Nielson, J.
Fall of the House of Usher & Other Tales	Poe, E.
Family	
Family Nobody Wanted, The	
Fastest Funny Car, The	Manners, W.
Father and the Angles	Wong, J.
Fifth Chinese Daughter	Reilly, R.
Fighting Prince of Donegal	Humphrise, A.
Flight Nurse	Bair, F.
Flying Saucers--Serious Business	Brand, O.
Folksongs for Fun	Schulz, C.
For the Love of Peanuts	
Frontiers	
Frontier Doctors, The	James
Ghosts & Things	Summers, T.
Girl Trouble	
Go, Team, Go!	Russell, B.
Go Up For Glory	Cavanna, B.
Going on Sixteen	Patchett, M.
Golden Dog	Nielson, J.
Golden Dream, The	Queen, E.
Golden Eagle Mystery, The	Meriand, J.
Great American Short Biographies	Silverberg
Great Doctors, The	
Great Pyramid Mystery	Bontwell-Collander
Great Speeches	
Great Stories--21	Conklin, G.
Great Stories of Space Travel	Hirsch
Great Untold Stories of W.W. II	Moore, P.
Green Berets	Nielson, J.
Green Eyes	Queen, E.
Green Turtle Mystery, The	Lichty
Grin and Bear It	Brickhall
Great Escape, The	Glines, C.V. Lt. Col.
Helicopter Rescues	
Hey, I'm Alive	Emery, Anne
High Adventure	
High Note, Low Note	Barnes, C.
High Pockets	Hersey, J.
Hippie Scene, The	Simon J., ed.
Hiroshima	Van Zandt, ed.
Hit Parade of Horse Stories	Drilam, M.
Hit Parade of Nurse Stories	
Hit Parade of Short Stories	Santha Rama Rau
Home Economists in Action	Stanford, D.
Home to India	Thomas D., ed.
Horsemasters, The	Stolz, M.
Horse Stories	
Hospital Books	Meneker, F.
Hot Rod Rodeo	
How Smart Are You	

Title	Author
How the Great Religions Began	Gaer
How to Deal with Parents & Other Problems	Osborne, E.
Hullabaloo Discotheque Dance Book	
Hurricane Weather	Pease, H.
I am Fifteen & I Don't Want to Die	Arnothy, C.
I Never Promised You a Rose Garden	Green
If the South Had Won the Civil War	Kantor, H.
It All Started with Columbus	Armour, P.
Indian Paint	Balch, G.
Inn of the Sixth Happiness	Burgess, A.
Inherit the Wind	Lawrence & Leer
Invincible Louisa	
Invisible Man	Wells, H.G.
Jessie Stuart Reader	Stuart, J.
J.F.K.: Boyhood to Whitehouse	Lee, B.
Joy in the Morning	Smith
Kid Comes Back, The	
Kid Who Batted 1,000, The	
Kim	Kipling, R.
Kon-Tiki	Thorheyerdahl
Land Rovers	Baker, R.
Last Bullet, The & Other Stories	Ainsworth, N.
Lesley Bowen, M.D.	Norrell, M.
Life With Mother	Day, C.
Life and Words of Martin Luther King, Jr, The	Richter, C.
Light in the Forest	
Lighter Side, The	Friendlich, D.
Line Smasher	Benary-Isbert, M.
Long Way Home, The	Hill, M.
Look for the Stars	Hilton, J.
Lost Horizon	Conrad, J.
Lord Jim	Doyle
Lost World	Adler, P.
Love Letters to the Monkees	Gaines, W.
Mad Sampler, The	Waite, Helen
Make a Joyful Sound	Richter, E.
Making of Pro Quarterback, The	Lewis, S.
Main Street	
Man, Nature, and God	Montago
Man Who Never Was	Rankin, W.
Man Who Rode the Thunder, The	Borne, F.
Man Who Invented the Future: Jules Verne	Marletti, G.
Man Who Saved London	Keiffer, B.
McCall's Guide to Teen-Age Beauty & Glamour	McCullers, E.
Member of the Wedding	Nordhoff & Hall
Men Against the Sea	Steinbeck, I.
Mice and Men, Of	Montgomery, R.
Midnight	Gibson, W.
Miracle Worker	Davies, V.
Miracle on 34th Street	
Mirror	

Title	Author
Moments of Decision	
Monkees, Go Home	Connell, R.
Most Dangerous Game, The	Larom, H.
Mountain Pony & the Rodeo Mystery	Larom, H.
Mountain Pony & the Pinto Colt	
Mudhen, The	Allen, M.
Mudhen and "the Walrus," The	Bligh, W.
Mutiny on the Bounty	Lerner, A.
My Fair Lady	Anderson, M.
My Lord What a Morning	Voight, V.
Mystery at Deer Hill	
Mystery at Thunderbolt House	
Mystery of the Empty Room	
Mystery of the Green Cat	
Mystery of the Haunted Mine	
Mystery of the Haunted Pool	McDonald, R.
Mystery of the Long House	
Mystery of the Mooncusser	Dooley
New Asia	Peck, Ira
New Sound Yes, The	
Night We Stopped the Trolley, The	
Night They Burned the Mountain	Stewart, M.
Nine Coaches Waiting	Human, M.
No Time for Sargeants	Stolz
Noonday Friends	Baldwin, Jr.
Notes of a Native Son	Hersey, J.
Of Men and War	Ellis
On Life and Sex	Patman, D.
Our American Government & How it Works	
Outsiders, The	Harte, B.
Outcasts of Poker Flat & Other Tales	Schweitzer, A.
Out of My Life and Thought	Head, G.
Party Perfect	Mead, M.
People and Places	
Personal Code	Friendlich, D.
Pivot Man	Boulle
Planet of the Apes	Finney, G.
Plums Hang High, The	Schnabel, E.
Portrait in Courage	Richards, V.
Portrait of T.E. Lawrence	Lydgate, C. & W.
Power & Sail	Holt, S.
Prarie Colt	Bardens, D.
Princess Margaret	
Pro Quarterback	Summers, J.L.
Prom Trouble	Donovan, P.
P.T. 109	Hansberry, L.
Raisin in the Sun	
Red Car, The	McCann
Red Dog & Other Stories	Olsen, G.
Red, Red Roadster, The	Asimov, I.
Rest of the Robots	Swinburne, T.
R.F.K. The Last Knight	

Title	Author
R.F.K.: 1925-1968	Felsen
Road Rocket	Hickok, T.
Road to the Whitehouse, The	Defoe, D.
Robinson Crusoe	
Rogue Male: The Famous Novel of the World's Greatest Manhunt	Household
	Shotwell, L.
Roosevelt, Grady	Roosevelt, F.
Rough Riders	
Run Wild, Run Free	Emery, A.
Scarlett Royal	Burlingems, R.
Scientists Behind the Inventors	Gardner, Martin
Science Puzzlers	London, Jack
Sea Wolf	Carson, R.
Sea Around Us	
Secret Sea	Adler, B.
Secret of Black Cat Gulch	Reynolds, Q.
Seventy Thousand (70,000) to One	McNair, K.
Sense of Magic	Salisbury, H.
Shook-Up Generation, The	Hinkle
Silver	Newcomb
Silver Saddles	Landers, A.
Since You Ask Me	Eliot, G.
Silas Marner	Allan, M.E.
Sign of the Unicorn	
Small World	Bradbury
Something Wicked This Way Comes	Dubois, W.
Sons of Black Folk, The	London, J.
South Sea Tales	Nathan, R.
So Love Returns	MacDavis
Sports, Sports	Clarke
2001: Space Odyssey	Gault
Speedway Challenge	Hirch, P.
Spy and Counterspy	
Story of My Life, The	Brown
Stars in My Crown	Cerf
Stories Selected	Clause
Strike	Blish
Star Trek	Stolz
Student Nurse	
Stolen Letters	
Success	
Sue Barton: Student Nurse	Boylston
" " Rural Nurse	
" " Senior Nurse	
" " Visiting Nurse	
Surface at the Pole	Calvert
Sun and the Sea	Less, M.
Surfing: Young Sportmen's Guide	Oleng
Survival	
Swiftwater	Felsen
Street Rod	

TITLE	AUTHOR
Tales Out of School	Weiss
Teen-Age Tyranny	Hochinger
Teahouse of the August Moon	Sneider
Timeless Stories for Today & Tomorrow	Bradbury
They Had a Dream	
They Pay Me to Catch Footballs	McDonald
Tiger on the Mountain	Arora, S.
To Sir With Love	Brainwaite
To Kill a Mockingbird	Lee, H.
Toujours Diane	Cavanna, B.
Treasure of the Timberlands	Breetweld, I.
Treasure of the Great Reef	Clark & Wilson
Twisted Tales from Shakespeare	Armour
Twenty Third Street Crusaders, The	
Two-Wheeled Thunder	Dana
Two-Years before the Mast	LeMay, A.
Unforgiven, The	Lawson, D.
U.S. in W.W. I	Lawson, D.
U.S. in W.W. II	Hunt
Up a Road Slowly	Young, B.
Undecided Heart, The	Churchill, W.
Valiant Years	Schulz
Very Funny Charlie Brown	
Valiant Companions	Wister, O.
Virginian, The	Sturgeon
Voyage to the Bottom of the Sea	Maxwell
Wasted Americans, The	DuJardin
Wedding in the Family	
Why Rustlers Never Win & Other Humorous Stories of the West	Felson
Where Beauty Dwells	Loring
Winston Churchill, "The Valiant Years"	LaVien, Jack
Wit's End	Liebers, A.
Willie Mays	Hano
Wonders of the World	Cottrell
Wrong Box, The	Stevenson, R.
Wonder Boy	Hurman
Willie & the Yank	Ludlum
With Six You Get an Eggroll	Balch
Wild Horse Tamer	Balch
Wild Wheels	Rathjen
Where Beauty Dwells	Loring
Wipe Out	
X-Word Fun	Rockowitz
Young Skin Divers	Tracy
Young Winston Churchill, The	Marsh
Young Sportsman's Guide to Surfing, The	Olesey
Yukon Mystery	Gage, J.

FILMOGRAPHY

A Unicorn in the Garden
Alphabet
American Time Capsule
Art
Autumn--Frost Country
Bad Day
Bromley People, The
Claude
Corral
Critic, The
Daisy, The
Dangerous Years, The
Detached Americans, The
Everybody's Prejudiced
Eye of the Beholder, The
Fine Feathers
Four Seasons of Maine, The
Gymnastics Flashbacks
Hangman
Hat, The
Have I Told You Lately That I Love You
Heart is a Lonely Hunter, The
High School
High in the Himalayas
Home of the Brave
I Wonder Why
Interview, The
Land of Remembered Vacations (Maine)
Leaf
Magician, The
Mosaic
Neighbors
Occurence at Owl Creek Bridge
Of Time Work & Leisure

Penpoint Percussions and Loops
Perils of Priscilla
Sail to Glory
Searching Eye, The
Sentinel: West Face
Ski the Outer Limits
Starlight
Stars and Stripes
Stringbean
That's Me
Things I Cannot Change, The
Toymaker, The
Turned On
Up the Down Staircase
Violinist, The
Vivre
Where Mrs. Whalley Lives
White Mane
Why Man Creates
World of 68

Film Companies

Association Instructional Materials
Div. of Association Films

Audio-Visual Center
College of Education
University of Maine
Orono, Maine

Audio-Visual Center
University of New Hampshire
Hewitt Hall
Durham, N.H. 03824

Canadian Consulate General
500 Boylston Street
Boston, Mass. 02116

Eastman Kodak Company
1133 Avenue of the Americas
New York, New York 10036

International Film Bureau
332 South Michigan Avenue
Chicago, Ill. 60604

Mass Media Ministries
2116 North Charles St.
Baltimore, Maryland 21218

McGraw Hill Films
330 West 42nd Street
New York, New York 10036

Modern Talking Pictures Services, Inc.
1212 Ave. of the Americas
New York, New York 10036

National Film Board of Canada
Suite 1819
680 Fifth Avenue
New York, New York 10019

Pyramid Film Producers
Box 1048
Santa Monica, California 90406

State of Maine
Department of Economic Development
Augusta, Maine 04330

Warner Brothers Inc.
4000 Warner Boulevard
Burbank, California 91505